ASPDP course: Integrating themes of Sustainablility into your Classroom

Level-Welcome ENL (Beginners)

Premise: connecting to pg 201-212 in INSIDE text book on water unit

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| ***Lesson Plan- Ms. Ali-ENL-class 817*** |
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| ***Aim: SWBAT*** illustrate the water cycle by drawing and acting it out. |
| ***H.W.:*** write one paragraph. Water is important for us because……. |
| ***EQ:*** What evidence of the water cycle do we see around us? |
| ***Materials:*** INSIDE txtbk, Brain Pop-water cycle, |
| ***CCLS:*** S.L.5., S.L.6., S.L.4., |
| ***Content Obj:*** students will learn content specific vocabulary |
| ***Lang.obj:*** Students will act out and explain the water cycle in a small presentation using TPR, emphasis on pronunciation of content specific vocab, |
| ***Instr.groups based on data:*** High Proficient-(9) plus write paragraph on each part of cycle Intermediate Proficient-(4)plus write one sentence explanation on each part of cycle Low Proficient- (7) emphasis on TPR, pronunciation and drawing |
| ***Vocab:*** precipitation, condensation, evaporation, |
| ***Lesson Flow/GuidedPronunciation/Independent Practice:***   * Teach the three words- precipitation, condensation, evaporation- phonetically for pronunciation and spelling, breaking up the word in syllables, chant: Precipitation-rain, sleet, snow Evaporation-fog, vapor, steam condensation-water droplets into clouds (15-20 minutes) * give simple definition using visuals * Students Draw the water cycle and label each part, on the back write out simple explanation of the process using sentence prompts (20 minutes) * Show Brainpop on water cycle- interactive quiz on smart board (15-25 minutes) |
| ***Summary/Assessment:***  ***Diagnostic- what is the water cycle? Students write or draw what they think it is?***  ***Performance-groups come up to perform chant***  ***Formative- student made illustration of the water cycle labeled with key vocab and leveled explanation***  ***Summative-*** explain the water cycle |
| ***Next steps:*** Brainpop episode “water supply” introduction to where our water comes from and what we can do to conserve |
| ***Reflection:*** adding rhythmic pattern to the pronunciation of big vocabulary words made it fun and easy to remember, students got a kick out of the TPR recording themselves, use of cell phone was a must, definitely allow LP students to present with their group decreases embarrassment, need something more challenging for HP group, |